

# Bright Generations Downtown

## September News

### From the Director

#### **Grandparents Day- September 7<sup>th</sup>**

Grandparents are very special people at our center. September 7<sup>th</sup> Bright Generations is celebrating Grandparents Day! We are inviting all grandparents to participate in special classroom activities planned for that day. Light refreshments will be served at 3:30, followed by classroom activities.

#### **Parent Teacher Conferences-**

Your children have been working hard learning and growing and we want to share their progress with you! Parent Teacher Conferences will take place September 18<sup>th</sup> – October 20<sup>th</sup>. Please check your email for the link to Sign-Up Genius for conference sign ups online.

#### **Bright Generations Downtown Expands STEM Program**

We are so excited to announce the expansion of our STEM Lab to include a “satellite” lab for our Toddler and Early Preschoolers as well as a mini STEM Lab for our infants that focuses on sensory experiences and cause and effect activities.

We now have a dedicated STEM Teacher, Antoinette Butler, who will focus on providing our children with a strong foundation in the sciences and encourage their natural curiosity in the world around them.

STEM classes will officially begin the week of September 4<sup>th</sup>.

### Important Dates

09/05- Center Closed for Labor Day  
09/07- Grandparent's Day  
09/13- Monthly FPG Meeting  
09/15- Parent's Night Out  
Week of 9/18-Infant Parent Teacher Conferences  
09/28- Curriculum Night

### Reasons to Celebrate Happy Birthday!!

Lily Cosson-09/02/2014  
Wesley Jablonski- 09/02/2015  
Henry Kaskey- 09/06/2015  
Margaret Mary Defrates-09/12/2016  
Simon Hayward- 09/18/2016  
Autumn Gilford- 09/26/2012  
Jonathon Barge- 09/30/2012

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# CLASSROOM HIGHLIGHTS

## Ash Classroom

### Math Counts...Cause and Effect

We are learning to repeat an action to make the same thing happen again. We learn this by engaging in repetitive activities, like making toy cars go back and forth with the help and encouragement of our teachers. During supervised tummy time the Ash infants explored the workings of toy cars.



## Birch Classroom

### Language Works...

The Birch class is using their sense of touch and sight to explore the textures in the book titled "Count and Play". They are demonstrating awareness of print concepts by, observing the colorful pictures and exploring textures of the book.



## Mulberry Classroom

### Math Counts... Numerical Understanding

The Toddlers are learning to understand quantity: identify one, more than one, less, etc. They are learning it by hearing quantity labels expressed in conversation: "You have three apples. Would you like one more?" Jack enjoyed picking up the apples and placing them inside of the basket. Max, Stellan, Wesley, and Andrew enjoyed dumping the apples out of the basket.



## Hickory Classroom

### Well Aware... Healthy Foods

The children are learning to understand and identifying "healthy" foods and where they come from. They are learning it by engaging in discussion about our daily meals and snacks. Sarah and Nathan are learning to engage in imaginative play by using cooking utensils to prepare meals and pretending to serve their classmates Cheerios.



# CLASSROOM HIGHLIGHTS

## Dogwood Classroom

### Science Rocks... Engineering

The children in Dogwood are learning to experiment with magnetic forces. They are learning it by using Magnatiles to build and explore color. During STEM Small Groups, the children were able to build their own structure while exploring colors with the light table. Pictured is Leah; she said "I built a door!"



## Chestnut Classroom

### Science Rocks... Natural Science

The children in Chestnut are learning to ask questions when exploring materials. The children learn this by exploring with natural materials such as pine cones, rocks, and a slab of wood. The Early Preschoolers are exploring natural items found outside. Teachers asked questions such as where these items came from, how they grow, and what they feel like. Kamryn said that a pine cone comes from trees; Mouna said that we find rocks in water!



## Oak Classroom

### Math Counts... Patterns and Sorting

The preschoolers in Oak are learning to create and follow simple patterns. They are learning this by placing the counting bears in the correct pattern. Reaghan is pictured here patterning the yellow bears. Her pattern card shows little yellow bears and big yellow bears.



## Tupelo Classroom

### Science Rocks... Engineering

The children in K-Prep are learning to purposefully choose art materials and tools to achieve desired outcomes. They learn this by exploring with varied art materials such as craft sticks and playdough. While in the STEM Lab, the children used craft sticks and playdough to make a house. First, the students used playdough to make balls then attached the sticks. Grant is pictured here with his finished product!



# READY FOR SCHOOL NEWS

## New Adventures: Transitioning to Another Class

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As fall approaches, many children move to different classes or schools. These transitions require adapting to unfamiliar people, surroundings, and routines. Some children will run into an unknown situation with the, “Hello world, I’m here!” approach, while others might take a more cautious approach. Regardless of your child’s outward manifestations, it’s normal to feel apprehension about a new experience.

Below are tips to help make your child’s transition a positive experience:

**Be aware of your own comfort level.** Children base their responses on our reactions. If you feel comfortable, your child will likely feel more comfortable too. If you have concerns, schedule a time to conference with the teachers or director.

**Familiarize yourself with the new teachers and class.** Ask questions about daily routines, schedules, opportunities for parent participation, communication between home and school, and possibly homework.

**Familiarize children with the new situation.** Talk with your child about the change a few weeks before it happens. Schedule time for your child to visit the new classroom. Show him where he’ll put his things. Talk about the interesting materials and activities you see.

**Plan a farewell routine.** Routines help children feel safe. Plan one that works for your family. For example, ask your child, “In your new classroom, do you think we should wave to each other from the window, or do you want to blow kisses?”

**Transitions are essential learning opportunities.** When children move to a new class, they may be out of their comfort zones. However, they may also enjoy fresh experiences, learn about other people and new ways of doing things, and realize, “I’m a competent person!”

For more information access:

[Moving on Up: Transitioning to the Next Early Childhood Class](#)

[Getting Ready for Kindergarten: How to Prepare and What to Expect](#)



# FROM THE FAMILY ROOM BLOG

## Tips on Preparing for Kindergarten

The transition to kindergarten can be a big change for parents and children. In many cases, this means not only a classroom change but a transition to a new school as well. As exciting as this change may be, it can also bring anxiety.

Below are some tips on preparing your child for Kindergarten.

- ☐ Go shopping together for school supplies.
- ☐ Keep informed of school happenings.
- ☐ Establish bedtime routines a month before school starts.
- ☐ Establish a morning routine.
- ☐ Do a “dry run” of the new morning routine and see how much time it takes.
- ☐ Plan time for breakfast.
- ☐ Set aside time to pack lunch or begin collecting dollar bills and changes for school lunch. Practice counting out lunch money.
- ☐ Decrease or phase out nap time to prepare for full days.
- ☐ Make a plan for after school.
- ☐ Develop a homework routine.



### Children's Books about Starting Kindergarten

*Curious George Goes to School* by M. Rey & H.A. Rey

*First Day Jitters*  
by J. Danneberg

*I am Absolutely too Small for School* by L. Child

*I Love School!*  
by P. Sturges & S. Halpern

*Leo the Late Bloomer*  
by R. Kraus

*Will I Have a Friend?*  
by M. Cohen